



Electronic Resources Use and Scholarly Publications Output of Lecturers in Federal Universities in the North-Central, Nigeria

Dr. Victoria Olubola FADEYI
National Mathematical Centre, ABUJA
vicfadeyi@gmail.com
08033795162
0009-0009-6865-0417

Abstract

The study investigated e-resources use as a predictor of lecturers' scholarly publications output in federal universities in the North-central, Nigeria. A descriptive survey research design was adopted. The seven federal universities in North-central, Nigeria were enumerated with a population of 5185 lecturers. Stratified random sampling was used to select 60% of departments from each of the universities. Disproportionate stratified random sampling technique was used to select 1065 lecturers. E-resources use and scholarly publications output scales were adapted and adopted. Cronbach alpha was used to validate e-resources use and reliability coefficient of ($\alpha=0.84$) was obtained, while a test re-test analysis was carried out on scholarly publications output using Pearson's Product Moment Correlation analysis and the result yielded ($r=0.75$). These values were considered high enough for the reliability of the instruments. Data were analyzed using descriptive statistics such as frequencies counts, mean, standard deviation and inferential statistics such as Pearson's Product Moment Correlation analysis. The result established that e-resources use enabled the respondents to enrich research work with relevant information from other disciplines (59.3%) and frequently used e-resources were social networking sites (42.7%). E-resources use ($r = 0.513^{**}$; $df = 1,020$; $P < 0.05$) had significant relationship with scholarly publications output of lecturers in federal universities in North-central, Nigeria. Use of e-resources positively affected scholarly publications output of lecturers in federal universities in North-central, Nigeria. Thus, universities are encouraged to provide access to e-resources including online databases, digital libraries and academic databases to enhance efficient research and teaching among the lecturers.

Keywords: E-resources use, scholarly publications output, lecturers in federal universities, North-central, Nigeria.



Introduction

In the Nigerian university hierarchy, lecturers occupy pre-determined academic ranks from that of a Graduate Assistant to Professor. Lecturers in a university teach, conduct research and carry out community services. They are also involved in the creation, sharing, and conservation of knowledge to receive recognition in their field of research and are appointed according to established laws which also provide them with academic freedom to carry out research in their area of specialization. After finishing the research work, lecturers are supposed to present their research product to academic communities to which they belong for review prior to publication in respected scholarly publications outlets which are available in a wide range of forms. According to Umar and Ibrahim (2023), scholarly publications output are all products of research work including book publishing, journal publications, conference articles and proceedings, technical reports, and patent and copyrights by the lecturers from universities. Quantity and quality of scholarly publications produced by lecturers offer the criteria on which lecturers are rated and ranked.

There are so many factors which can propel and sustain the motivation of lecturers in research. Among the main factors is availability and extensive use of e-resources for learning (Ajayi et al., 2023, Aken et al., 2019). E-resources are information stored electronically and retrieved by computer systems and networks. They are quality rich information developed by researchers across disciplines of human knowledge and are alternative media to printed resources (Jestin and Sorman, 2016). They are available in full text articles, journals, books, database, photograph, images, music, pictures and other multimedia.

A series of studies has identified a strong positive correlation between use of e-resources and lecturers' scholarly publications output, with emphasis on the central role that e-resources play in increasing research productivity (Iroaganachi & Izuagbe, 2018). One of the positive findings indicates that lecturers who actively engage e-resources can access a wealth of academic literature, research databases, and multimedia materials that significantly enhance their research capability. The positive correlation shows that e-resources are drivers of research productivity. Lecturers who effectively use e-resources can effectively conduct extensive research, resulting in a higher number of scholarly publications. The studies indicate that e-resources enable lecturers to conduct wide and up-to-date literature reviews, an essential aspect of scholarly research. Access to a broad range



of e-resources enables critical examination and informed critique of existing studies, leading to more pertinent and important scholarly publications output (Ifijeh et al., 2018). Comprehensive literature reviews contribute to high-quality and innovative research output. Lecturers utilizing e-resources are better equipped to produce scholarly publications that advance knowledge in their fields of specialization.

Positive evidence indicates that active e-resource using lecturers have the advantage of having timely access to new trends, research breakthroughs, and up-to-date scholarly publications. This puts them at the forefront in their areas of expertise. Timely access to new trends is an essential factor in the development of innovative and impactful scholarly papers. Lecturers who stay abreast of the latest findings contribute towards advancing knowledge. The study indicates that e-resources encourage interdisciplinary interaction because lecturers have access to research from various disciplines and fields (Livina and Mole, 2021). This exposure leads to new ideas and the development of cross-disciplinary research. Interdisciplinary interaction widens and enhances research. Lecturers who explore various fields of knowledge using e-resources contribute towards innovative solutions for complex problems and produce publications that cut across disciplines. Positive effects show how e-resources make research work easier, resulting in reduced effort and time in accessing relevant information. Such efficiency results in better research results, increased research output and a widening body of knowledge (Aregbesola & Oguntayo, 2014). Streamlined research process results in accelerated research cycles, making it possible for lecturers to complete projects and publish findings at a faster rate.

The findings emphasize the positive correlation between the use of e-resources and scholarly publication, also emphasize that e-resources are central to improving research productivity by offering comprehensive literature reviews, enabling access to future trends in a timely fashion, facilitating interdisciplinary interactions, and streamlining research processes (Adeleke & Nwalo, 2017). Lecturers who actively use e-resources enhance their research capabilities, contribute to the advancement of knowledge, and produce a higher number of high-quality scholarly publications.

Despite literature explanation of the positive relationship between use of e-resources and scholarly publications output, previous researches revealed that scholarly publications output of a significant majority of Nigerian university lecturers is lower than expected compared with their counterparts in western countries (Babalola & Bakum, 2022;



Oyeyemi et al., 2019). This is a significant issue, if not addressed may lead to stagnation, job dissatisfaction, and depression on the part of less-productive lecturers. Against this backdrop, this study investigates e-resources use and scholarly publications output of lecturers in federal universities in the North-central, Nigeria.

Research questions

These questions guided the study:

1. What is the purpose of e-resources use by lecturers in federal universities in the North-central, Nigeria?
2. What is the frequency of e-resources used by lecturers in federal universities in the North-central, Nigeria?
3. What are the types of scholarly publications output that are regularly published by lecturers in federal universities in the North-central, Nigeria?

Hypothesis

A null hypothesis has been formulated to guide the study:

1. There is no significant relationship between e-resources use and scholarly publications output of lecturers in federal universities in the North-central, Nigeria.

Literature Review

The importance of electronic resources as sources of information for study and research among the university lecturers cannot be over emphasized. Oladeji and Adeyeye (2022) examined electronic information resources use and research productivity of lecturers in private universities in Oyo State, major findings revealed that the respondents use electronic reference sources; Online Public Access Catalogue and off-line databases used for academic purposes. E-resources use has a positive influence on the respondents' research productivity. Ikwuka et al., (2021) investigated utilisation of electronic learning resources among the lecturers in the National Open University in South East, Nigeria and revealed that the majority of the respondents relied on e-resources for study and research. In the same vein Agboola et al., (2018) examined the usage of electronic resources and research output of the academic staff in a Nigerian University of Agriculture, the result indicated the respondents use e-resources for teaching and research purposes.



Ubogu (2021) examined the barriers to academic staff using electronic databases at the Delta State University Library in Abraka, main findings revealed that the respondents used HINARI, AJOL, EBSCO Host, JSTOR and AGORA for study, research and dissertation writing. In related study Bamigboye et al. (2018) reported that academic staff in Nigerian universities frequently used e-resources for research activities. Similarly, Kumari and Mallaiah (2017) assessed digital information literacy skills of faculty members of the Sahyadri College of Engineering and Management, Mangalore. The findings revealed that the faculty members consulted electronic journals, electronic databases and electronic newspapers for teaching, study and research.

Manjula and Padmamma (2016) also investigated use of digital resources by faculty members of BLDE University, Vijayapur, Karnataka, India. The findings indicated that respondents' heavily depend on e-books, e-journals and MEDLINE/PUBMED to keep abreast of development in their disciplines and writing research papers. In a study conducted by Adetomiwa et al. (2018) on use of e-databases and research productivity of academic staff in Nigerian private universities, main findings revealed that use of e-databases by the respondents greatly improved research and teaching activities. Ismail et al. (2017) analysed electronic information resources usage among faculty members in University of Peshawar, Pakistan and found that respondents enjoyed quick dissemination of research findings due to good internet connectivity and have access to back issues of e-journals. In a study conducted by Abubakar and Akor (2017) on use of electronic databases by agricultural scientists in federal universities in North-central, Nigeria, the result indicated that respondents' rely heavily on e-databases for study and research.

However, some studies revealed that the use of e-resources did not impact the research productivity of academic staff. Using a descriptive survey research design, Joshua and King (2020) examined the use of e-resources Modibbo Adama University of Technology, (MAUTech) Yola and discovered that e-resources use did not impact on research and teaching activities of the respondents due to slow internet connectivity and lack of training. While, Adebawale (2023) examined the relationship between social media (SN) use, work environment (WE), and research output among lecturers in private universities in Ogun State, Nigeria and the findings revealed that the level of output among lecturers was low, with a higher preference for publishing journal articles over other types of publications such as books and seminar papers.



Methodology

The descriptive survey research design was adopted for the study. The population consisted of all 5,185 lecturers in the seven federal universities (Federal University, Lafia; Federal University, Lokoja; Federal University of Technology, Minna; University of Abuja; University of Agriculture, Makurdi; University of Ilorin and University of Jos) located in the North-central, Nigeria. The zone comprises of six states namely: Benue, Kogi, Kwara, Nasarawa, Niger, Plateau states and the Federal Capital Territory (FCT). A two-stage sampling technique was adopted. At the first stage, 60% of all departments were chosen using the stratified random sampling technique. This is consistent with Yamane (1976), who was cited by Popoola (2007) and stated that generalizations about the population of the study cannot be established until the sampling fraction for sample selection in survey research is at least 60%. There are 354 departments in all federal universities in the North-central, Nigeria. As a result, 213 departments were randomly selected which represents roughly 60% of all the departments within each university. The second stage involved the random selection of lecturers from the selected departments using the disproportionate stratified random sampling technique; this gave a total sample size of 1065 lecturers used in the study.

The researcher adapted and adopted e-resources use scale developed by Singh (2013) and scholarly publications output scale developed by Creswell (1986) for data collection after a trial tested on 30 respondents of Nasarawa State University, Keffi. The two scales were given to experts for face and content validity. Cronbach alpha was used to validate the e-resources use instrument and ($\alpha=0.84$) was obtained, while test re-test was carried out on scholarly publications output scale using Pearson's Product Moment Correlation analysis and the result yielded ($r=0.75$). The values were high enough to consider the instrument reliable.

The researcher obtained a letter from Head of Department Library, Archival and Information Studies, University of Ibadan. The letter of introduction facilitated proper identification of the researcher to the lecturers in the universities investigated, as telephone calls were made and thus, provided clarifications to some of them who sought to understand the intention of the research. Subsequently, it encouraged a high level of



participation and confidence to provide information without reservations. The administration of questionnaire on the respondents commenced on 29th October, 2018 and was done through the help of four trained research assistants. The training was necessary to avoid administrative mistakes when copies of the instrument are being given to the respondents. 1065 copies of the questionnaire were administered on the respondents. The instrument was administered on seminar days of each department to facilitate easy distribution to the respondents. However, the research assistants encountered delay in collection due to the competing nature of lecturers' job as they were either in the class or attending to administrative responsibilities. The data collection lasted twenty six weeks due to disruption of academic activities caused by Academic Staff Union of Universities strike action and data were fully collected at the 4th visit.

Data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics such as frequency count, percentages, mean and standard deviation were used to answer the research questions while inferential statistics such as Pearson Product Moment Correlation Coefficient analysis was used to test the hypothesis at 0.05 level of significance.

Results and discussion

A total of 1,065 copies of the questionnaire were administered on respondents at their various universities. However, 1,021 copies of the questionnaire were duly completed and found usable given a response rate of 95.9%.

Research question one: What is the purpose of electronic resources use by lecturers in federal universities in the North-central, Nigeria?

Table 1 reveals the purpose of electronic resources use to lecturers in federal universities in the North-central, Nigeria.



Table 1: Purpose of e-resources use to lecturers in federal universities in the North-central, Nigeria

S/N	Purposes of using e-resources:	SD		D		A		SA		Mean ($\bar{x}$)	Std.
		F	%	F	%	F	%	F	%		
1	Obtain information for my professional training development (conferences & workshops)	126	12.3	137	13.4	258	25.3	500	49.0	3.11	1.052
2	Teaching my students irrespective of their levels	78	7.6	165	16.2	417	40.8	361	35.4	3.04	.906
3	Update my knowledge in my discipline	126	12.3	165	16.2	413	40.5	317	31.0	2.90	.978
4	Enrich my research with relevant information from other disciplines	81	7.9	64	6.3	271	26.5	605	59.3	3.37	.914
5	For my research work	174	17.0	175	17.1	414	40.5	258	25.3	2.74	1.020
6	Materials for course delivery	53	5.2	157	15.4	392	38.4	419	41.0	3.15	.866
7	Obtain information for my personal needs and development	104	10.2	202	19.8	360	35.3	355	34.8	2.95	.975
8	Know the current state of research in my discipline	186	18.2	81	7.9	230	22.5	524	51.3	3.07	1.148
9	Obtain information from blog discussions on subject areas related to my discipline	178	17.4	60	5.9	218	21.4	565	55.3	3.15	1.136
n = 1021											



Response rates of electronic resource use are presented in Table 1. The majority of the respondents indicated that they obtained information from electronic resources to enrich their research with relevant information from other disciplines ($\bar{x} = 3.37$). In the same vein, most of the respondents affirmed the use of e-resources to complement materials for course delivery ($\bar{x} = 3.15$). Similarly, the majority of the respondents indicated that they obtain information from blog discussions on subject areas related to their discipline from e-resources ($\bar{x} = 3.15$). Thus, most of the respondents indicated they use electronic resources to enhance the quality of their research work ($\bar{x} = 2.74$). Therefore, it could be deduced that lecturers in federal universities in the North-central, Nigeria rely on e-resources to enrich research work with relevant information from other disciplines, obtained information from blog discussions on related subject areas and know the current state of research in their disciplines.

The findings support the study of Ikwuka et al. (2021) which investigated utilisation of electronic learning resources among the lecturers in National Open University in South East, Nigeria and found that respondents rely on e-resources to support teaching and research activities. The results also corroborate the study of Agboola et al. (2018) which examined the usage of electronic resources and research output of the academic staff in a Nigerian University of Agriculture and reported that the respondents used e-resources for research and teaching purposes.

Research question two: How frequently are the electronic resources used by lecturers in federal universities in the North-central, Nigeria?

Table 2 reveals the frequency of electronic resources used by lecturers in federal universities in the North-central, Nigeria.



Table 2: Frequency of electronic resources used by lecturers in federal universities in the North-central, Nigeria

S/N	How often do you use the under listed e-resources	Not at all		Occasionally		Weekly/ once a week		2-3 times a week		Daily		Mean ($\bar{x}$)	Std.
		F	%	F	%	F	%	F	%	F	%		
1	E-books	218	21.4	84	8.2	114	11.2	215	21.1	390	38.2	3.47	1.569
2	E-journals	74	7.2	217	21.3	81	7.9	518	50.7	131	12.8	3.41	1.166
3	Open access databases	123	12.0	144	14.1	74	7.2	640	62.7	40	3.9	3.32	1.142
4	OPAC	331	32.4	327	32.0	132	12.9	178	17.4	53	5.2	2.31	1.234
5	E-theses and dissertation	74	7.2	51	5.0	144	14.1	556	54.5	196	19.2	3.73	1.056
6	E-courseware	478	46.8	309	30.3	20	2.0	20	2.0	194	19.0	2.16	1.501
7	E-reference materials	379	37.1	363	35.6	98	9.6	117	11.5	64	6.3	2.14	1.213
8	Institutional repositories	218	21.4	194	19.0	411	40.3	145	14.2	53	5.2	2.63	1.121
9	E-newspapers/magazines	116	11.4	162	15.9	112	11.0	552	54.1	79	7.7	3.31	1.170
10	E-conference papers	64	6.3	240	23.5	301	29.5	265	26.0	151	14.8	3.19	1.140
11	E-preprints	258	25.3	384	37.6	61	6.0	254	24.9	64	6.3	2.49	1.277
12	E-maps	20	2.0	215	21.1	685	67.1	20	2.0	81	7.9	2.93	.788
13	E-patents/standards	137	13.4	525	51.4	114	11.2	117	11.5	128	12.5	2.58	1.222
14	Library websites	196	19.2	517	50.6	126	12.3	162	15.9	20	2.0	2.31	1.016
15	Open (free access resources)	53	5.2	117	11.5	243	23.8	426	41.7	182	17.8	3.56	1.070
16	Subscribed e-databases	385	37.7	321	31.4	125	12.2	73	7.1	117	11.5	2.23	1.328
17	Social networking sites	61	6.0	124	12.1	126	12.3	274	26.8	436	42.7	3.88	1.250
18	Cloud computing sites	512	50.1	185	18.1	148	14.5	123	12.0	53	5.2	2.04	1.263
19	Anti-plagiarism software	206	20.2	482	47.2	143	14.0	53	5.2	137	13.4	2.44	1.249
n = 1021													



Table 2 presents response rate on frequency of e-resources used by lecturers in federal universities in the North-central, Nigeria. The findings revealed that the most frequently used e-resources are social networking sites (42.7%), e-books (38.2%), e-theses and dissertation (19.2%), e-courseware (19.0%), open (free access resources) (17.8%), e-journals (12.8%), open access databases (3.32), on daily basis respectively. While, the least used e-resources include: library websites (50.6%), e-patent/standards (51.4%) e-reference materials (35.6%) e-preprints (37.6%), and subscribed e-databases (31.4%). The finding is in conformity with the finding of Tekale and Dalve-Patil (2018) who examined electronic resources use by faculty members in Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani and confirmed the frequent use of e-journals and e-mails by the respondents for research on daily basis.

Research questions three: What are the types of scholarly publications output regularly published by lecturers in federal universities in the North-central, Nigeria?

Table 3 reveals the types of scholarly publications output regularly published by lecturers in federal universities in the North-central, Nigeria



Table 3: Scholarly publications output of lecturers in federal universities in the North-central, Nigeria

S/N	Scholarly publication outputs of lecturers	FU Lafia		FU Lokoja		FUT Minna		U of Abuja		UA Makurdi		U of Ilorin		U of Jos	
		Mean ($\bar{x}$)	Std. Dev.	Mean ($\bar{x}$)	Std. Dev.	Mean ($\bar{x}$)	Std. Dev.	Mean ($\bar{x}$)	Std. Dev.	Mean ($\bar{x}$)	Std. Dev.	Mean ($\bar{x}$)	Std. Dev.	Mean ($\bar{x}$)	Std. Dev.
1	Textbooks 2014	1.22	.428	1.20	.422	1.21	.410	1.22	.417	1.26	.445	1.20	.400	1.21	.407
2	Textbooks 2015	1.79	.415	1.79	.426	1.83	.383	1.90	.707	1.81	.397	1.81	.392	1.81	.392
3	Textbooks 2016	1.35	.709	1.47	.834	1.36	.684	1.36	.698	1.35	.694	1.36	.684	1.37	.707
4	Textbooks 2017	1.69	.480	1.83	.408	1.74	.449	2.43	1.775	1.68	.477	1.75	.436	1.76	.435
5	Textbooks 2018	1.00	.000	1.00	.000	1.00	.000	1.13	.894	1.00	.000	1.00	.000	1.00	.000
6	Chapters in books 2014	1.38	.506	1.38	.518	1.32	.476	1.71	1.436	1.36	.492	1.33	.473	1.34	.479
	Chapters in books 2015	1.06	.243	1.11	.333	1.06	.242	1.06	.239	1.03	.186	1.09	.283	1.08	.269
7	Chapters in books 2016	1.38	.506	1.50	.535	1.36	.490	1.56	1.013	1.36	.492	1.39	.491	1.40	.495
8	Chapters in books 2017	1.06	.243	1.14	.378	1.06	.250	1.06	.239	1.03	.180	1.09	.289	1.08	.281
9	Chapters in books 2018	1.18	.393	1.11	.333	1.22	.420	1.19	.397	1.23	.430	1.18	.388	1.18	.385
10	Books reviewed 2014	1.00	.000	1.00	.000	1.00	.000	1.11	.465	1.00	.000	1.00	.000	1.00	.000
11	Books reviewed 2015	1.14	.351	1.07	.267	1.11	.317	1.14	.345	1.13	.345	1.11	.308	1.10	.308
12	Books reviewed 2016	1.43	.507	1.42	.515	1.39	.495	1.40	.497	1.43	.502	1.41	.494	1.40	.494
13	Books reviewed 2017	1.33	.485	1.38	.518	1.29	.462	1.34	.482	1.28	.457	1.33	.474	1.32	.471
	Books reviewed 2018	1.27	.456	1.42	.515	1.28	.452	1.28	.454	1.23	.427	1.31	.465	1.31	.466
14	Monographs 2014	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000
15	Monographs 2015	1.25	.447	1.17	.408	1.21	.412	1.25	.440	1.23	.430	1.20	.403	1.20	.407
16	Monographs 2016	1.25	.447	1.30	.483	1.23	.430	1.24	.435	1.25	.441	1.24	.428	1.25	.434
17	Monographs 2017	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000
18	Monographs 2018	1.16	.375	1.13	.354	1.22	.417	1.18	.393	1.17	.378	1.20	.402	1.19	.396
19	Patent and copyrights 2014	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000
20	Patent and copyrights 2015	1.08	.289	1.20	.447	1.09	.288	1.08	.282	1.04	.209	1.12	.333	1.12	.324
21	Patent and copyrights 2016	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000
22	Patent and copyrights 2017	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000
23	Patent and copyrights 2018	1.33	.492	1.33	.516	1.30	.470	1.32	.476	1.33	.483	1.31	.467	1.31	.468
24	Articles in learned journals 2014	2.24	1.315	2.43	1.376	2.12	1.235	2.27	1.297	2.22	1.299	2.22	1.256	2.24	1.279
25	Articles in learned journals 2015	2.00	1.343	2.16	1.551	2.05	1.321	2.02	1.332	1.99	1.317	2.03	1.317	2.03	1.348
26	Articles in learned journals 2016	1.87	1.123	2.11	1.197	1.92	1.146	1.89	1.120	1.86	1.109	1.93	1.124	1.95	1.131
27	Articles in learned journals 2017	2.05	1.420	1.93	1.269	2.11	1.481	2.10	1.451	2.05	1.431	2.11	1.438	2.07	1.423
28	Articles in learned journals 2018	1.82	1.760	1.52	1.387	1.85	1.750	1.86	1.786	1.86	1.774	1.79	1.688	1.77	1.670
29	Conferences proceedings 2014	1.18	.395	1.27	.467	1.18	.393	1.19	.397	1.18	.393	1.19	.390	1.20	.401
30	Conferences proceedings 2015	1.31	.466	1.29	.460	1.32	.467	1.31	.465	1.33	.473	1.31	.463	1.31	.462
31	Conferences proceedings 2016	1.55	.736	1.46	.660	1.48	.700	1.56	.732	1.55	.730	1.47	.688	1.48	.689
32	Conferences proceedings 2017	1.39	.652	1.32	.612	1.37	.626	1.37	.631	1.40	.638	1.38	.631	1.37	.626
	Conferences proceedings 2018	1.81	.910	1.73	.961	1.84	.930	1.85	.910	1.81	.878	1.82	.949	1.81	.934
33	Working papers 2014	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000	1.00	.000
34	Working papers 2015	1.30	.465	1.27	.458	1.27	.446	1.28	.452	1.30	.465	1.25	.434	1.26	.442
35	Working papers 2016	1.24	.437	1.14	.378	1.19	.402	1.24	.431	1.23	.425	1.18	.388	1.19	.393
36	Working papers 2017	1.40	.724	1.27	.594	1.43	.742	1.37	.692	1.42	.723	1.39	.711	1.39	.711



Information Managers:

ISSN: 2735-9239

A Journal of Nigerian Library Association Rivers State Chapter, Vol. 8, Issue 1, 2025

37	Working papers 2018	1.18	.395	1.25	.452	1.18	.385	1.18	.387	1.19	.397	1.17	.379	1.19	.393
38	Occasional papers 2014	1.26	.442	1.16	.375	1.29	.456	1.27	.448	1.29	.457	1.25	.436	1.25	.432
39	Occasional papers 2015	1.13	.336	1.06	.250	1.10	.307	1.13	.336	1.13	.339	1.09	.294	1.10	.295
40	Occasional papers 2016	1.09	.285	1.05	.213	1.07	.255	1.09	.283	1.09	.281	1.07	.248	1.07	.248
41	Occasional papers 2017	1.48	.755	1.47	.743	1.49	.710	1.51	.746	1.48	.731	1.49	.720	1.49	.717
42	Occasional papers 2018	1.43	.959	1.32	.749	1.37	.885	1.44	.963	1.44	.957	1.35	.849	1.36	.853



Table 3 revealed that the main scholarly publications that were regularly published by lecturers in federal universities in the North-central, Nigeria are articles in learned journals and textbooks, conferences proceedings, occasional papers and book reviewed. The finding is in line with the submission of Adebowale (2023) who examined the relationship between social media (SN) use, work environment (WE), and research output among lecturers in private universities in Ogun State, Nigeria and discovered that lecturers have higher preference for publishing journal articles over other types of publications. In addition, the result of the current study aligns with the study of Falowo (2022) who investigated the research productivity level of academic staff of University of Ibadan (UI), Bowen University (BU) and Adekunle Ajasin University (AAU) and found that the respondents constantly published papers in conference proceedings and international journals.

Hypothesis 1: There is no significant relationship between electronic resources use and scholarly publications output of lecturers in federal universities in the North-central, Nigeria.

Table 4: Relationship between electronic resources use and scholarly publications output of the lecturers

Variables	Mean	Std. Dev.	N	R	df	Sig. (p)
E-resources use	54.14	8.839	1,021	.513**	1,020	.000
Scholarly publications output	15.47	1.468	1,021			

*. Significant at 0.05 level

Results of the test presented on Table 4 show that a significant positive relationship ($r = 0.513^{**}$; $df = 1,020$; $P < 0.05$) exists between e-resources use and scholarly publications output of lecturers in federal universities in the North-central, Nigeria. This implies that the higher the lecturers obtain information from electronic resources to enhance the quality of their research, the more they are likely to remain relevant within their disciplines and disseminate their research finding in recognized scholarly publications. Therefore, the hypothesis is rejected. The findings of the current study affirms the position of Oladeji and Adeyeye (2022) examined EIRs use and



research productivity of lecturers in private universities in Oyo state and revealed that the respondents frequently used electronic reference sources as sources of information for study, teaching and research supervision.

The finding of the current study affirms the position of Ismail et al. (2017) who analysed electronic information resources usage among faculty members in University of Peshawar, Pakistan and reported that respondents enjoyed quick dissemination of research findings due to good internet connectivity and access to back issues of electronic resources.

Conclusion

The findings of the study revealed that the use of electronic resources positively impacted lecturers' scholarly publications output in federal universities in the North-central, Nigeria. Scholarly publications output is an indicator of academic achievement. It signifies lecturers' contribution to their respective fields and increases the reputation of their universities. However, the process from data collection to publication is not easy. It demands a comprehensive use of e-resources as genuine sources of information for their research productivity. As we reflect on these interconnected facets, it becomes clear that federal universities would have a vested interest in fostering a culture of continuous development in the use of e-resources, and scholarly publications output by their lecturers. By providing the necessary electronic resources, training, and technical support, universities would be in a position to push their lecturers to higher planes of academic excellence as well as making valuable contributions to knowledge and society at large.

Recommendations

The following recommendations are hereby made based on the findings of the study:

1. Universities should provide access to e-resources, i.e., online databases, digital libraries, and academic databases. Providing complete access to these resources would encourage efficient research and teaching among the lecturers.
2. The funding of the research projects and publications of faculty by policy makers and university administrators can motivate the lecturers to engage in research, leading to increased scholarly output.
3. Universities should provide resources to improve digital infrastructure, including secure networks, access to e-resource, and digital libraries. There should be a robust digital framework to facilitate efficient research and teaching activities.



4. Universities should recognize and reward lecturers for their scholarly contributions. Rewarding and recognizing contributions in research will motivate lecturers to take active roles in developing the literature of their disciplines.

References

- Abubakar, M., & Akor, P. (2017). Availability and Utilisation of Electronic Information Databases for Research by Agricultural Scientists in Federal University Libraries in North Central, Nigeria. *Library Philosophy and Practice*. <https://digitalcommons.unl.edu/libphilprac/4614>.
- Adebowale, J. (2023). Social Media Use, Work Environment and Research Output of Lecturers in Private Universities in Ogun State, Nigeria. *Journal of Digital Learning and Education*. 3(1), 60-74.
- Adeleke, D., & Nwalo, K. (2017). Availability, Use and Constraints to Use of Electronic Information Resources by Postgraduate Students at the University of Ibadan. *International Journal of Knowledge Content Development and Technology*. 7(4), 51-69.
- Adetomiwa, B. Okilagwe, A., & Adebayo, E. (2018). Knowledge of Electronic Databases as Predictors of Research Productivity of Academic Staff in Private Universities. *Library Philosophy and Practice*. <https://digitalcommons.unl.edu/libphilprac/1780>
- Agboola, I. Okorie, C. Omotoso, A. Bamigboye, O., & Bello, T. (2018). Electronic Information Usage of Academics as Correlates to Research Output in a Nigerian University of Agriculture. <http://www.nisc.cozaandwww.ajol.info/index.php/nrlj/article/view/1006>
- Ajayi, J. Haliso, Y., & Unegbu, V. (2023). Information Literacy Skills as Predictor Electronic Information Resources Use by Lecturers in Select Private Universities in South-West, Nigeria. *Information Impact: Journal of Information and Knowledge Management*. 14(1), 40-53.
- Aken, B., Nsirim, O. & Nsirim, P. (2019). A survey of electronic resources use in Rivers state university library. *Ebony State Journal of Library and Science*. 6(9), 122-131.
- Aregbesola, A., & Oguntayo, S. (2014). Use of Electronic Resources by Faculty Members in Landmark University. *Computing, Information Systems, Development Informatics & Allied Journal* 5(2), 53-58.
- Babalola, Y., & Bakum, D. (2022). Influence of Information Literacy Skills on Research Productivity of Academic Librarians in Public Universities in the North-east, Nigeria. *Jewel Journal of Librarianship*. 17(1), 78-89.
- Bamigboye, O. Odunlade, R. Agboola, I., & Emmanuel, S. (2018). Electronic Assets as a Panacea for Exploration Result of Scholarly Staff: A Contextual Investigation of Nigerian College. *Diary of Library and Data Sciences*. 6(1), 32-36.
- Falowo, O. (2022). Performance of Academic Staff in Universities in Southwestern Nigeria. *International Journals of Innovative Approaches in Education*. 6(1), 01-10.



https://ijiape.penpublishing.net/files/6/manuscript/manuscript_3030/ijiape-3030-manuscript-131030.pdf

- Ifijeh, B. Ogbomo, M., & Ifijeh, G. (2018). Utilisation of Academic Library Resources for Research Productivity among Lecturers in Private Universities in South-South Nigeria. *Library Philosophy and Practice*. <https://digitalcommons.unl.edu/libphilprac/2071>.
- Ikwuka, O. Ofodile, C. Igbokwe, I. Udenwa, V. Okoye, C., & Oguejiofor, C. (2021). Utilisation of E-Learning Resources among Lecturers in National Open University Study Centers in South East Nigeria. *European Journal of Human Resource Management Studies* 5(2), 153-163.
- Iroaganachi, M., & Izuagbe, R. (2018). A Comparative Analysis of the Impact of Electronic Information Resources Use towards Research Productivity of Academic Staff in Nigerian Universities. *Library Philosophy and Practice* from <https://digitalcommons.unl.edu/1702>.
- Ismail, M. Mahesar, R., & Idrees, M. (2017). Electronic Information Source Preferences by Faculty Members at the University of Peshawar. *Grassroots* 51(1), 282-295.
- Jestin, J., & Sornam, S. 2016. Use of E-resources by the Faculty Members of Engineering Colleges in Kerala: a Survey. *International journal of Digital Library Services* 6(3), 31-37. <https://www.ijodls.in/uploads/3/6/0/3/3603729/31-38.pdf>
- Joshua, D., & King, L. (2020). The Utilisation of E-resources at Modibbo Adama University of Technology (MAUTech), Yola, Adamawa State, Nigeria. *International Journal of Knowledge Content Development & Technology*. 10(1), 47-70.
- Kumari, S., & Mallaiah, T. (2017). Digital Information Literacy Skills among Faculty Members of Engineering Colleges in Mangalore, Karnataka. *International Journal of Digital Library Services* 7(1), 29-37.
- Livina, D., & Mole, A. (2021). Academic Staff Use of Electronic Resources (ER) in Nigerian University Libraries during COVID-19 Lockdown Period. *Library Philosophy and Practice*. <https://digitalcommons.unl.edu/lib/libphilprac/5341>.
- Manjula, T., & Padmamma, S. (2016). Knowledge and Practice of Use of Digital Resources by Faculty Members at BLDE University, Vijayapur, Karnataka India. *International Journal of Digital Library Services*. 6(6), 33-41.
- Oladeji, O., & Adeyeye, S. (2022). Electronic Information Use and Research Productivity of Lecturers in Private Universities in Oyo State. *Library Philosophy and Practice (e-journal)*. <https://digitalcommons.unl.edu/libphilprac/7298>.
- Oyeyemi, A. Ejakpovi, D. Oyeyemi, A. & Adeniji, T. (2019). Research Productivity of Academic Staff in a Medical School. *Sahel Medical Journal* 22, 219-225.



- Popoola, S. (2007). Workplace, Biographical and Motivation Factors Affecting Organisational Commitment of Records Officers in Nigerian Federal Universities. *African Journal of Archival & Information Science* 17(1), 33-44.
- Tekale, R. & Dalve-Patil, D. (2018). Utilisation of Electronic Resources by Faculties and Research Scholars of Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani. *International Journal of Creative Research Thoughts*, 6(1), 739-747.
- Umar, M. & Ibrahim, M. 2023. Influence of Motivation as Pre-editor on Research Productivity of Librarians of Federal University Libraries in North-east, Nigeria. *Samaru Journal of Information Studies* 23(1), <https://www.ajol.info/index.php/sjis/article/view/252147>

